



Chapin Elementary

940 Old Bush River Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	791 Students	
Principal	Harriet B. Wilson	803-345-2214
Superintendent	Dr. Herbert Berg	803-476-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Good
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

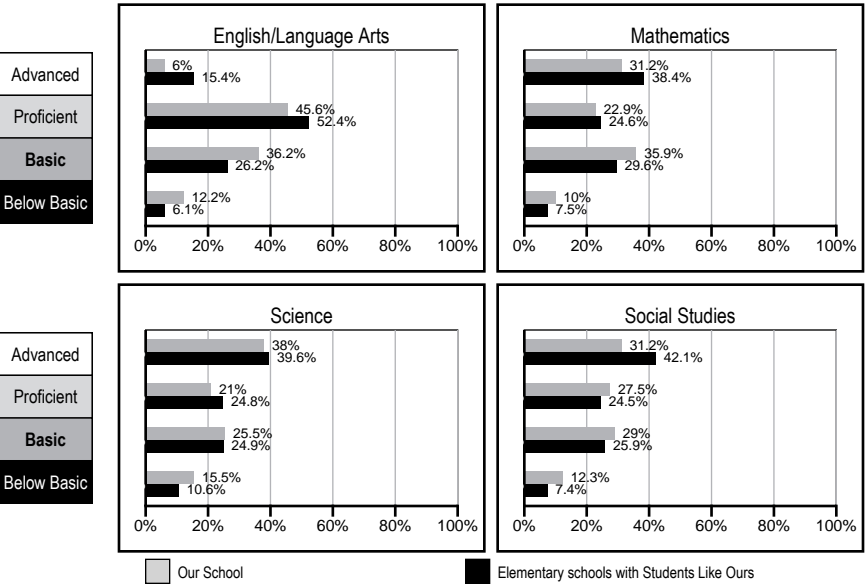
94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	8	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=791)				
First graders who attended full-day kindergarten	100.0%	Up from 97.1%	99.4%	100.0%
Retention rate	0.3%	No Change	1.1%	2.3%
Attendance rate	97.0%	Up from 96.3%	97.0%	96.3%
Eligible for gifted and talented	25.8%	Down from 27.6%	28.0%	10.4%
With disabilities other than speech	5.1%	Up from 3.8%	5.1%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	68.5%	Up from 63.8%	65.8%	56.7%
Continuing contract teachers	81.5%	Down from 91.5%	83.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 81.9%	86.3%	86.4%
Teacher attendance rate	94.8%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$49,594	Up 3.5%	\$47,888	\$45,345
Professional development days/teacher	7.1 days	Down from 21.2 days	11.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 21.9 to 1	19.8 to 1	18.5 to 1
Prime instructional time	90.5%	No Change	90.6%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,176	Up 1.1%	\$6,296	\$7,052
Percent of expenditures for instruction*	63.6%	Down from 63.8%	71.1%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Down from 62.3%	62.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The top priority at CES is academic achievement. Our goal is to move each and every student to advanced levels of learning. In grades kindergarten, first, second, and third, our teachers use the results of the Dominie Assessment to make instructional decisions to help our students reach their highest potential and ensure success. In grades four and five, our teachers use Measures of Academic Progress (MAP) to identify the strengths and weaknesses of each child and plan individual learning opportunities.

A full-time Literacy Coach supports our teachers in training and implementing best practice in a balanced literacy approach to reading and writing. A full-time Math Coach works closely with teachers in implementing hands-on instruction and enhancing the Everyday Math curriculum. Reading Recovery supplements the regular classroom curriculum. A Reading Interventionist works with small groups of students daily on reading strategies.

Our school was awarded the Red Carpet Award from the State Department of Education. This is the third time that Chapin Elementary School has been awarded this honor. This award focuses on schools that create family-friendly school environments and provide excellent customer service.

CES continues to emphasize character development for every child. Chapin "PRIDE" was instituted as the lifelong procedures that focus on how to conduct ourselves on a daily basis. Students are recognized for doing good deeds and making quality decisions through "Gotcha Cards" and monthly "Stars of Good Character." Our students also participated in several service projects, such as Pennies for Patients, collecting food items for a local food bank, collecting for GoodWorks, and collecting over 700,000 can tabs for the Ronald McDonald House. Our students make a difference when it comes to making responsible, moral choices. We believe and promote that the natural outcome of living by Chapin "PRIDE" is self-esteem.

The Chapin PTO, as well as community members and businesses, provides unlimited support for CES. Local businesses generously donate money, items, and time to ensure the continued success of our school. The PTO provided money to the media center to update the collection and worked closely to meet the needs of our school.

The mission of Chapin Elementary School (CES), in partnership with parents and community, is to prepare each child for the challenges of a rapidly changing world by accentuating the strengths of each individual, instilling respect for self and others, and fostering the love of learning in a stimulating environment. Through strong collaborative commitment and dedication of this community, our students will continue to experience success! Thank you for your support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Harriet B. Wilson, Principal
Rich Sweet, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	127	113
Percent satisfied with learning environment	86.4%	84.3%	79.3%
Percent satisfied with social and physical environment	84.7%	85.7%	80.4%
Percent satisfied with school-home relations	94.9%	89.0%	80.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	419	100	12.2	36.2	45.6	6	65.6	62.4	48.2	Yes	Yes
Gender											
Male	199	100	16	40.1	40.6	3.2	58.8	55.3	41.7	N/A	N/A
Female	220	100	8.9	32.7	50	8.4	71.5	69.9	55	N/A	N/A
Racial/Ethnic Group											
White	377	100	9.4	36.4	48.1	6.1	69.2	71.8	60	Yes	Yes
African American	32	100	41.9	38.7	16.1	3.2	22.6	41.1	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	52	100	46	38	16	0	26	26.6	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	57	100	28.8	36.5	32.7	1.9	38.5	38.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	419	100	10	35.9	22.9	31.2	68.6	64.1	45.8	Yes	Yes
Gender											
Male	199	100	8	35.8	22.5	33.7	72.2	64.6	45.6	N/A	N/A
Female	220	100	11.7	36	23.4	29	65.4	63.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	377	100	8.6	35	23.9	32.5	71.1	74.8	59	Yes	Yes
African American	32	100	25.8	51.6	16.1	6.5	35.5	39	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	52	100	34	40	12	14	42	32.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	57	100	21.2	36.5	23.1	19.2	51.9	39.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	280	100	15.5	25.5	21	38	59	51	35.7	97	96.7
Gender											
Male	124	100	16	23.5	20.2	40.3	60.5	53.6	37.4	97.1	96.6
Female	156	100	15.1	27	21.7	36.2	57.9	48.4	33.8	96.8	96.8
Racial/Ethnic Group											
White	247	100	13	24.8	23.1	39.1	62.2	61.5	49.2	97	96.7
African American	24	100	41.7	37.5	0	20.8	20.8	26.2	17	96.9	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97.7	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	97.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.3	97
Disability Status											
Disabled	36	100	33.3	30.6	16.7	19.4	36.1	28.6	14	96.6	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	97.3	96.8
Socio-Economic Status											
Subsided meals	36	100	33.3	33.3	9.1	24.2	33.3	26.9	21.1	96.4	95.7

Social Studies

All Students	282	100	12.3	29	27.5	31.2	58.7	51.9	34	97	96.7
Gender											
Male	142	100	14.4	25.8	25	34.8	59.8	55.7	36.6	97.1	96.6
Female	140	100	10.2	32.1	29.9	27.7	57.7	47.9	31.3	96.8	96.8
Racial/Ethnic Group											
White	257	100	11.4	28.2	27.3	33.1	60.4	60.1	44.5	97	96.7
African American	18	100	17.6	52.9	23.5	5.9	29.4	31.5	19.1	96.9	96.5
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97.7	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	97.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.3	97
Disability Status											
Disabled	33	100	38.7	32.3	9.7	19.4	29	30.5	14.4	96.6	95.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	97.3	96.8
Socio-Economic Status											
Subsided meals	38	100	32.4	29.4	23.5	14.7	38.2	28.8	21	96.4	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	132	100	7.4	23	59	10.7	69.7
	4	112	100	15.2	39	42.9	2.9	45.7
	5	151	100	9.5	42.2	43.5	4.8	48.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	143	100	8.7	29.7	49.3	12.3	61.6
	4	143	100	7.9	28.8	59.7	3.6	63.3
	5	133	100	21	51.6	25.8	1.6	27.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	132	100	9.8	40.2	23	27	50
	4	112	100	8.6	32.4	35.2	23.8	59
	5	151	100	5.4	36.7	32	25.9	57.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	143	100	10.9	46.4	19.6	23.2	42.8
	4	143	100	2.2	20.9	25.2	51.8	77
	5	133	100	17.7	41.1	24.2	16.9	41.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	67	100	12.9	35.5	35.5	16.1	51.6
	4	112	100	17.1	31.4	30.5	21	51.4
	5	75	100	10.8	36.5	21.6	31.1	52.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	72	100	14.3	37.1	25.7	22.9	48.6
	4	143	100	6.5	20.1	22.3	51.1	73.4
	5	65	100	37.1	24.2	12.9	25.8	38.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	65	100	6.7	21.7	36.7	35	71.7
	4	111	100	15.4	45.2	23.1	16.3	39.4
	5	76	100	19.2	39.7	20.5	20.5	41.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	2.9	29.4	35.3	32.4	67.6
	4	143	100	10.1	28.1	25.2	36.7	61.9
	5	68	100	27.4	30.6	24.2	17.7	41.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample